

**Reviewer**

CP#

8152

**Please enter your Legal Entity number:**

LE

366

**Please enter your School Code**

SC

1703

**Are all profile components present?**

☐ Yes

☒ No

**What profile components are missing?**

In District profile

**Academic Performance - Are all components present? If not, please explain. Title I will review all purposes of all correlates.**

☐ Yes

☒ No

**What academic performance components are missing? Title I will review all purposes of all correlates.**

In district profile

**Efficiency - Are all components present?**

☐ Yes

☒ No

**What efficiency components are missing?**

In the district profile

**Learning Environment - Are all components present?**

☐ Yes

☒ No

### What learning environment components are missing?

In the district profile

### Mathematics - Are all components present?

- ☒ Yes
- ☐ No

### Mathematics - Goals:

- ☐ Goal(s) address specific math standard(s): Number Sense and Operation, Data Analysis, Geometric Reasoning, Algebraic and Functional Reasoning.
- ☐ Goals are data driven.
- ☒ Goal(s) is too general (doesn't include number of students or to what level of improvement).
- ☐ Mathematic goal lacks specificity, what grade levels are targeted
- ☐ Mathematics goal is not measurable as stated

### Reading - Are all components present?

- ☒ Yes
- ☐ No

### Reading - Goals:

- ☐ Reading goal based on CRT data.
- ☐ Reading goal is unrealistic for a school year.
- ☒ Reading goal lacks specificity, what grade levels are targeted?
- ☐ Reading goal is not measurable as stated.

### Reading - Measurable Objectives:

- ☐ Measurable objective not included in the plan.
- ☒ Measurable objective does not clearly articulate the relationship to school/district goals.
- ☐ Measurable objective contains all necessary components.
- ☐ Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- ☐ Measurable objective effectively supports focused, meaningful continuous school improvement.

**Reading - Identified Strategies:**

- ☐ Identified strategies are focused on standards based instruction and resources.
- ☐ Identified strategies to reach reading goal are focused and clear.
- ☐ Identified strategies to reach reading goal are not based on data.
- ☒ Identified strategies are generalized.
- ☐ Identified strategies (or Professional development) to reach reading goal lack specific connection to student achievement in reading.
- ☐ Identified strategies support reading goal.
- ☐ Consider multiple sources of measurement to collect reading achievement data.

**Reading - Professional Development:**

- ☐ Professional development goal needs to be more specific: what, when, and who.
- ☐ Professional development goal is missing.
- ☐ Consider professional development that is directly correlated to yearly goal.
- ☒ It would be advantageous to report data on impact of professional development and the number of teachers that have participated or will participate in professional development.
- ☐ Consider evaluating the student data to assess the impact of professional development.

**Curriculum Development - Are all components present?**

- ☒ Yes
- ☐ No

**Curriculum Development: (District)**

- ☒ Curriculum development goal is measurable.
- ☐ Curriculum development goal is not measurable.
- ☐ Curriculum development goal based on consortium revision cycle.
- ☐ Measurable objective not included in the report.
- ☐ Measurable objective does not clearly articulate the relationship to school/district goals.
- ☐ Measurable objective contains all necessary components.
- ☐ Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- ☒ Measurable objective effectively supports focused, meaningful continuous school improvement.
- ☐ The communication arts standards were revised in 2010, consider that in curriculum review.

**Other #1 - Are all components present?**

- ☒ Yes
- ☐ No

**Other - #1:**

- ☐ Measurable objective not included in the plan.
- ☐ Measurable objective does not clearly articulate the relationship to school/district goals.
- ☐ Measurable objective contains all necessary components.
- ☐ Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- ☒ Measurable objective effectively supports focused, meaningful continuous school improvement.
- ☒ Identified strategies are focused on standards based instruction and resources.
- ☐ Identified strategies to reach goal are focused and clear.
- ☐ Identified strategies to reach goal are not based on data.
- ☐ Identified strategies are generalized.

**Other #2 - Are all components present?**

- ☒ Yes
- ☐ No

**Other - #2:**

- ☐ Measurable objective not included in the plan.
- ☐ Measurable objective does not clearly articulate the relationship to school/district goals.
- ☒ Measurable objective contains all necessary components.
- ☒ Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- ☒ Measurable objective effectively supports focused, meaningful continuous school improvement.
- ☐ Identified strategies are focused on standards based instruction and resources.
- ☒ Identified strategies to reach goal are focused and clear.
- ☐ Identified strategies to reach goal are not based on data.
- ☐ Identified strategies are generalized.

**General Feedback:**

The District profile gave an excellent picture of the current practices and programs as well as a detailed explanation of expectations, goals, and plan for the district/school.

**Do you want to complete the additional Title I questions?**

- ☐ Yes
- ☒ No